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ABSTRACT

This handbook is designed for the graduate student in the Department of Curriculum and Instruction at Minnesota State University, Mankato. Any graduate program is well-served by having a clearly defined and concisely written plan, handbook, or curriculum, and this one, although it is intended for graduate students in this particular department at a particular university, may have applications to other pro rams and disciplines. The handbook contains: (1) the university's mission statement; (2) goals of the Department of Curriculum and Instruction; (3) program objectives; (4) admission requirements; (5) a description of the program with required and elective courses; (6) a description of the role and responsibility of the academic advisor; (7) the steps and protocol for writing a Master's paper or thesis; (8) a chapter-by-chapter description of the university's alternate plan paper, creative project, thesis, and action research thesis; and (9) a checklist for completing the alternate plan paper (Appendix A). Appendix B contains the application for the program's comprehensive written examination. (SLD)

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ED 452 752

Handbook For Graduate Studies

by
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Any graduate program is well-served by having a clearly defined and concisely written plan, handbook, or curriculum. This enables a program to work toward clearly defined and agreed upon goals and eliminates needless confusion and frustration. In this regard, this document contains the following:

1. the mission statement
2. goals
3. program objectives
4. admission requirements
5. description of the program
6. role and responsibility of the academic advisor
7. steps and protocol for writing the Master's paper or thesis
8. chapter-by-chapter description of an alternate plan paper, creative project, thesis, and action research thesis
9. checklist for completing the alternate plan paper

I hope that these ideas might be adapted for use in other settings. I will be more than happy to answer any questions related to the documents found here. I can be reached at the address above.

Andrew Johnson
29 January 2001

A. Johnson

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INTRODUCTION

Mission Statement

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region, and the global community.

Department of Curriculum and Instruction Mission Statement and Goals

A master teacher develops over time by attending to the following elements: knowledge, planning, practice, and reflection. Graduate education is seen as an important part of the continuing development of teachers. To this end, the Department of Curriculum and Instruction has adopted the following goals for its graduate program:

1. To develop teachers who have knowledge of important research-based theories in their field.
2. To enable teachers to make sound, knowledge-based decisions based on the latest research.
3. To promote reflective analysis of current teaching practices.
4. To help teachers refine and enhance their pedagogical practices and methodologies.
5. To promote the implementation of the best practices related to curriculum, methodology, and pedagogy.
6. To facilitate teachers' growth as readers, writers, and thinkers.
7. To enable teachers to synthesize information, organize their ideas, and write in a concise, academic style.

Program Objectives

As a results of this program, students will be able to do the following:

1. read and synthesize expository text.
2. use two or more sources to come to a conclusion.
3. ask questions and find answers through the use of academic journals, books, and other professional sources.
4. write at a level commensurate with a practicing professional.
5. engage in reflective analysis in regards to curriculum, methodology, and pedagogy.
6. speak knowledgeably in matters related to their field.

ADMISSION

To be considered for admission, the candidate must submit the following:

1. A completed application form.
2. 2-5 page statement describing your philosophy of education, purpose for applying, educational achievements or honors, and academic interests.
3. Official college transcripts

Plus any two of the following:

4. Undergraduate cumulative GPA of 3.00 or above.
5. Miller Analogy Test Score of 45 or above.
6. Score of 500 on one or more portions of the GRE: verbal, quantitative, or analytical.
7. Outstanding educational product or performance (curriculum, plans, units, papers, presentations). This will be evaluated based on a rubric describing levels of the following characteristics: pragmatics, originality, elaboration, presentation, and theoretical basis (see

Appendix A).

8. GRE writing test score of 3.5 or above on a 6-point holistic scale.

**Once admitted, students should get a checklist from Graduate Studies describing the steps for completing the program.*

THE PROGRAM

Academic Advisor

Upon acceptance in the program, students are assigned an advisor (these will include faculty from Educational Foundations and Curriculum & Instruction). The tasks of the advisor include helping the student to (a) develop a Plan of Study and choose courses, (b) organize and arrange examination committees, and (c) plan and write the thesis or Alternate Plan Paper. Students frequently change advisors after taking some courses and meeting faculty who share their interest. However, once graduate students begin working with a particular advisor on the thesis or APP, they can not change without good cause. Good cause must be state in writing and the previous advisor must sign off on the change.

Completing the Plan of Study

All work for a graduate degree must be completed within a six-year period. The required courses are listed below in the suggested sequence:

Semester I - Fall
CI 603: Introduction to Graduate Studies (1)
CI 607: Introduction to Curriculum: Theory and Leadership (3)
Semester II - Spring
CI 604: Teacher as Researcher: Classroom Inquiry (3)
* Focal course in education (3)
Semester III - Fall
EdFn: 600 Introduction to Research in Education (3)
* Focal course in education (3)
Semester IV - Spring
CI 610: Writing the APP (3)
* Focal course in education (3)
Semester V
** Related area electives (6)

* **Focal Courses in Education** (9-15 cr) -

Elective courses within the College of Education which provide focus in a particular area (e.g., business education, early childhood, reading, science, middle school, environmental education, talent development, mathematics, social studies, music, speech

** **Related Area Electives** (6 cr)

Six elective credited outside the College of Education which are related to the Focal Courses. These are chosen in consultation with the academic advisor.

Thesis or Alternate Plan Paper
CI 694 or EdFn 694: APP (1-2 cr)

CI 699 or EdFn 699: Thesis (3-6 cr)

If a student has the necessary credits (30 for thesis, 34 for APP) and has taken CI 610, CI 694 and 699 are not required.

FINAL EXAMINATIONS AND GRADUATE PAPERS

Written Comprehensive Exams

Written comprehensive exams are required of all candidates near the completion of all course work. The purpose of the written comprehensive exam is to synthesize and elucidate the knowledge gleaned from various courses. Candidates must apply to take the comprehensive exam at least three weeks before the examination (see Appendix B). They are to consult with their advisor in deciding on three faculty members to write the questions. At least one faculty member must be an instructor from Curriculum and Instruction, and at least one instructor must be from a department other than Curriculum and Instruction. Students should contact the professors writing the question to get an idea for the scope and topic of the question. The written comprehensive exam must consist of three questions. If an instructor chooses not to submit a question, another faculty member should be selected. The instructor may choose to have the student fulfill the written comprehensive exam requirement in one of three ways:

1. Provide students the question and have them complete the question during the scheduled exam.
2. Provide students the question and give them a one to seven day time limit to answer the question.
3. Provide students with the question and allow them considerable time to create a concise, orderly document (usually three to six pages in length) that answers the question. This is turned in on the date of the scheduled exam.

Thesis, Creative Project, and Alternate Plan Paper

The graduate paper represents the culminating experience of the graduate program. Here, students must demonstrate that they are able to utilize sources to come to a conclusion in a way that will move the field forward. The following guidelines are designed to help with this process:

1. Graduate students should see their advisor before beginning the thesis or APP. It is recommend that the first consultation occur *at least a year before the projected completion and a minimum of six months*.
2. The advisor will work to help the graduate student create structure and produce a professional paper that contributes to the field of education.
3. The thesis, creative project and APP are to be written in APA style (4th edition). (The style, headings, citations, and reference must conform to styles described in the APA manual.)
4. The thesis, creative project, and APP are to be written using objective, academic language.
5. For the APP and creative project, the statement of the problem is to be put in the form of a question and that question is answered by using professional resources (juried academic journals, books, interviews, and other documents).
6. For the thesis, the statement of the problem is to be put in the form of a question and that question is answered by original research which involves gathering and organizing data. The thesis proposal must be pre-approved by the committee and the graduate school (the form is

available in Graduate Studies).

7. The advising professor will provide feedback and some editorial comments, but an advisor is much different than an editor. The onus is ultimately on the student to write in a logical, coherent, objective style.
8. At least two committee members must read and sign off on the thesis or alternate plan paper. Faculty may not be available during the summer months. Students must take this into consideration when projecting their time lines for completion. If committee members are not on staff during the summer sessions, other faculty are not required to read and sign off.
9. The advising professor will have the final responsibility in approving and signing off on the paper.

Supporting Courses For Your Thesis or APP

EdFn 600 will help to define the question and prepare the proposal. Much of this information is used for Chapter I. CI 610 is designed to facilitate the completion of Chapter II. It is recommended that students taking CI 610 do not take other courses simultaneously.

STEPS AND PROTOCOL FOR WRITING THE APP

1. Meet with your advisor to discuss topics and expectations.
2. Decide on a topic for research.
3. Put the topic in the form of a question or questions (EdFn 600 will help here).
4. Create a preliminary outline for your question using an inverted triangle which goes from most general to most specific.
5. Forward your question/s and preliminary outline to all committee members for insight and approval.
6. Start collecting data in the form of journal articles.
   A. You will need a minimum of 20 sources (most people use around 30).
   B. Sources must be from current texts or juried academic journals (see your advisor if you have questions here).
   C. Take concise notes from each source.
7. Purchase an APA manual (4th or current edition). Make sure you know how to write in a concise, objective, academic style.
8. Begin writing Chapter 2 (restructure your original outline if necessary).
   A. Remember, the reader knows nothing. Assume a teaching, describing mode.
   B. Stay objective.
9. Look for empirical research studies to include. For each study, describe the (a) question or purpose, (b) subjects, (c) treatment, (d) results, and (e) conclusions.
10. Finish Chapter 2, get feedback from your advisor, and revise before continuing.
    A. CI 610 should help you create a final or near-final draft.
    B. Plan on revising at least four times.
11. Write Chapter 1 and Chapter 3.
12. Get feedback from your advisor and revise before continuing.
13. Write Chapter 4.
14. Get feedback from your advisor and revise before continuing.

15. Submit the paper to the other committee members for approval.
16. Advisor and committee members sign off on the paper.
17. Meet graduate school guidelines related to form and deliver to the graduate office.

* You must give your advisor and other readers a minimum of two weeks to read each draft.

THE ALTERNATE PLAN PAPER

Papers in education are written using APA style. You will need to purchase a Publication Manual of the American Psychological Association (4th or current edition) Your advisor may ask for slight variations of the form below; therefore, *MEET WITH YOUR ADVISOR BEFORE YOU BEGIN!*

CHAPTER I
INTRODUCTION

1. Introduction to the Topic (no heading for this section)
   A. Identify the problem.
   B. Provide background information.
   C. Connect to the larger world.
2. Problem Statement (heading, centered)
   A. State problem.
   B. State purpose of paper/study. Example: *"The purpose of this paper was to review current literature related to writing workshop and to describe effective implementation practices."*
   C. Put the purpose in the form of one or more questions. Example: *"The specific research questions are:*
      1. Is writing workshop effective in developing students' writing skills?
      2. If so, how should writing workshop be implemented in a middle school setting?"
3. Importance of the Study (heading, centered)
   A. Why is this study important?
   B. Example: *"The information here will be of value to.... It will also provide elementary teachers with a plan to.... "*
4. Methodology (heading, centered)
   A. Tell how the data were selected. What were the criteria?
   B. Example: *"Data were collected using nationally recognized, academic journals. Each journal was peer-reviewed and printed no earlier than 1991. Texts written by recognized experts in the field were also used."*
5. Limitations of the Study (heading, centered)
   A. Describe the limitations or applicability of the results. Can it be applied only to a certain segment of the population? Were you able to look at all facets of the problem.
6. Definition of Terms (heading, centered)
   A. List important terms. Use third level headings (Underlined and flush left, go to the next space and begin the description.).
   B. Briefly describe each term using complete sentences.

CHAPTER II
REVIEW OF THE LITERATURE

1. This is the most important part of the APP. Provide background information to support your question or point of view.
2. Gather material. Consider using 20-40 sources. Use current, peer-reviewed journal articles whenever possible.
3. After reading each piece, take notes listing the citation at the top and only those items of

importance below. Use headings whenever possible. This will make it easier to organize your notes.

4. Begin thinking about the structure. Some people like to web and brainstorm or outline to find structure initially. As data is gathered, begin to look for categories. Initial structures are very flexible and will most likely change.
5. As you write this chapter, use headings and subheadings to break up the text. It is very hard to read several pages of text without headings.
6. Describe empirical research related to your topic. When describing research studies, try to use one sentence to describe (a) the question or purpose of the study, (b) the number and type of subjects, (c) the treatment or conditions involved, and (d) the results and conclusions.
7. This chapter ends with a brief summary of the major points covered. This summary is generally about one paragraph long.

CHAPTER III
APPLICATION

1. Tell exactly how the information in Chapter II will be applied in a classroom or educational setting. What should it look like? How should it work? How might others use it? Information here should be based on ideas presented in Chapter II.
2. Assume the role of the expert here.
3. Use headings and subheadings to create structure.
4. Cite when necessary.

CHAPTER IV
SUMMARY AND CONCLUSIONS

1. Review: Start with a short review of the purpose of the paper and the research question (no heading).
2. Summary: Summarize the important points from Chapters II and III (heading, centered).
3. Conclusions: What specific ideas or conclusions do you have as a result of the information found in Chapters II and III? (heading, centered). These may be listed using APA form related to seriation..
4. Recommendations: What do you recommend? (heading, centered). These may also list be listed using APA form related to seriation. Note that Conclusions and Recommendation sometimes merge into one section.

References: These must be written in APA form (examples on pages 194-223).

Appendixes: These are not required. However, they may be used to provide the reader with more detailed information that would be distracting to read in the main body of the article. No commercial material should be included here (see page 166-167 in APA manual).

Headings: Use headings and subheadings to break up the text. Long pages of text without headings are usually unorganized and hard to read. There is no space between headings and text (see page 93 in APA manual). Chapter titles are all in capital letters, three spaces between each line.

THE CREATIVE PROJECT

The creative project is similar to an APP. This is described below.

CHAPTER I
INTRODUCTION

This is the same as the thesis described above.

CHAPTER II
REVIEW OF THE LITERATURE

This is the same as the thesis described above.

CHAPTER III
APPLICATION

Here you will create an original project to answer your questions and solve your problem. The creative project must be based on the theory and research described in Chapter II. The writer might design a curriculum, pedagogical method, unit, or something that could be used and applied. The presentation of knowledge may take a variety of forms including photographs, sketches, or video tape.

CHAPTER IV
SUMMARY AND CONCLUSIONS

1. Review: Start with a short review of the purpose of the paper and the research question (no heading).
2. Summary: Summarize the important points from Chapter II.
3. Description: Tell how your creative projects solves the problems.
4. Recommendations: What do you recommend? (heading, centered). Note that Conclusions and Recommendation sometimes merge into one section.

Appendices and Headings: These are the same as the thesis described above.

Other formats and media may be available depending on the creative project being developed, but only with prior approval of the student's advisor.

THESIS AS ORIGINAL RESEARCH

Here, you are creating an experiment or collecting data through a systematic observation. This will be described later. Others do secondary research. Here, students collecting data by using the work of others.

CHAPTER I
INTRODUCTION

1. Introduction to the Topic (no heading for this section).
   A. Identify the problem.
   B. Provide background information.
   C. Connect to the larger world.
2. Problem Statement (heading, centered).
   A. State problem.
   B. State purpose of paper/study. Example: *"The purpose of this paper was to review current literature related to writing workshop and to describe effective implementation practices."*
   C. Put the purpose in the form of one or more questions. Example: *"The specific research questions are:*
      1. Is writing workshop effective in developing students' writing skills?
      2. If so, how should writing workshop be implemented in a middle school setting?"
3. Importance of the Study (heading, centered).
   A. Why is this study important?
   B. Example: *"The information here will be of value to.... It will also provide business people with a plan to.... "*
4. Definition of Terms (heading, centered)
   A. List important terms. Use third level headings (Underlined and flush left, go to the next space and begin the description.).
   B. Briefly describe each term using complete sentences.

CHAPTER II
REVIEW OF THE LITERATURE

This is the same as the APP described above except that you will state your specific research question/s at the very end.

CHAPTER III
METHODOLOGY

1. Subjects or Sources (heading, centered).
   A. Describe the source of subjects or material. If human subjects are used, the reader should know the age, where they came from, how they were chosen, number, and gender break down.
   B. If humans are not used, describe what is being examined.
2. Materials (heading, centered).
   A. Describe any materials used in the treatment as well as measuring devices used in pre- or

posttest measurements.

3. Procedures (heading, centered).
   A. Describe how you have designed the experiment and how you collected to collected the data.
   B. Use past tense is used here in describing all aspects of your methodology and results.
   C. Described the treatment. What happened to your experimental or treatment groups? What happened to the control groups? These should be described in such a way that one could pick up this chapter and replicate the experiment.
4. Design and Analysis (heading, centered).
   A. Describe the independent variables and the dependent variables.
   B. Describe the experimental design and the analyses.

CHAPTER IV
RESULTS

1. Questions (heading, centered).
   A. Create a topical heading for each research question.
   B. State the research question and describe the data that answers that question.
   C. This section contains just the facts.
   D. Use tables and figures as necessary.

CHAPTER V
DISCUSSION

1. Overview of the Study (heading, centered).
   A. Restate the purpose of the study.
   B. Briefly describe how the results were obtained.
2. Summary of Results (heading, centered)
   A. Provide a brief summary of the results.
3. Conclusions (heading, centered).
   A. Move beyond the data. Tell what these results mean.
   B. Describe possible implications of the results.
4. Limitations of the Study (heading, centered).
   A. Describe the research goal.
   B. Describe limitations of the study design.
   C. Describe limitations for the application of the results.
5. Recommendations (heading, centered).
   A. Describe how the results might be used.
   B. Provide ideas for future research.

THESIS AS ACTION RESEARCH

The following should be viewed as a flexible guide to the Action Research Thesis. While As stated previously, sometimes the Literature Review is found in Chapter II, sometimes it may be found in Chapter IV; often it is split between the two chapters. The goal of action research is to be a good scientist. You must let the reader know the setting, your procedure, what data you collected, how you collected data, what the data means, and how the data might be applied. You should take the reader along with you so that reader knows exactly what you did and why, what you observed, and how you processed that information.

CHAPTER I
INTRODUCTION

1. Introduction to the Topic (no heading for this section).
   A. Identify the problem.
   B. Provide background information.
   C. Connect to the larger world.
2. Problem Statement (heading, centered).
   A. State problem or define an area of exploration for your study.
   B. State purpose of paper/study. Example: *"The purpose of this paper was to see if an embedded spelling approach is an effect methods to teach spelling to primary students."*
3. Importance of the Study (heading, centered).
   A. Why is this study important?
   B. Example: *"The information here will be of value to.... It will also provide business people with a plan to.... "*
4. Definition of Terms (heading, centered)
   A. List important terms. Use third level headings (Underlined and flush left, go to the next space and begin the description.).
   B. Briefly describe each term using complete sentences.

CHAPTER II
REVIEW OF THE LITERATURE

You should use an objective stance here. This chapter describes what the literature says about your topic, question, or area of exploration.

1. This builds the foundation for the thesis. Provide background information to support your question or point of view.
2. Gather material. Consider using 20-40 sources. Use current, peer-reviewed journal articles whenever possible.
3. After reading each piece, take notes listing the citation at the top and only those items of importance below. Use headings whenever possible. This will make it easier to organize your notes.
4. Begin thinking about the structure. Some people like to web and brainstorm or outline to find structure initially. As data is gathered, begin to look for categories. Initial structures are very flexible and will most likely change.

5. As you write this chapter, use headings and subheadings to break up the text. It is very hard to read several pages of text without headings.
6. Describe empirical research related to your topic. When describing research studies, try to use one sentence to describe (a) the question or purpose of the study, (b) the number and type of subjects, (c) the treatment or conditions involved, and (d) the results and conclusions.
7. This chapter ends with a brief summary of the major points covered. This summary is generally about one paragraph long.
8. Important note: This literature review may be spread out throughout the paper. That is, some writers prefer to collect their data first, and then do a series of shorter literature reviews to put each of their conclusions in a theoretical context.

CHAPTER III
METHODS

1. Restate the problem, research question, purpose, or area of exploration.
2. Describe your informants, setting, and tradition.
   A. Informants are the students in your class. The reader should get a sense of age, gender and ethnic composition, and ability levels.
   B. Setting is the school and community.
   C. Tradition is what has usually taken place. For example, if I were study the effects or effectiveness of a particular literacy strategy, it would be important to know if the students had a history of whole language or skills-based instruction.
3. Your assumptions and hypothesis. An action research states any bias up front. "This is what I believe. This is what I think might happen."
4. Instructional practices or procedures. If you are looking at the effects of Method X, describe it. Make sure the reader knows exactly what Method X entails. Always assume the reader knows nothing (which in most cases is true).
5. Instructional materials. Assume the reader knows nothing. Describe exactly what materials you will be using relative to your study. For example, a quick definition and description of the basal reading series might be appropriate in a study involving literacy and Method X.
6. Research design. Define and describe what action research is and tell why is it the best method to use in your study.
7. Time - length. Describe the time of the year (it makes a difference in what you see), and the length and of your study. As stated previously, nine weeks should be considered the minimum length.
8. Data Collection and Analysis. Describe what data will be collected, how it will be collected, how often it will be collected, and how it will be analyzed. Use the past tense when describing all aspects of your methods and the results. Also, any materials relative to data collection should be described (a test, checklist, rubric, Likert Scale, etc.). It is sometimes effective to describe them and include a sample in the Appendix.

CHAPTER IV
FINDINGS

The section may comprise the bulk of your study. Here, you will describe exactly what

you saw. Your information should be organized, using headings and subheadings to make it easily read. You may wish to include samples of students' products, quotes, or excerpts from your research journal to make this section come alive. Your goal is to provide the reader with a sense of what you saw during the course of your study.

CHAPTER V
DISCUSSION

1. Overview of the Study (heading, centered).
 A. Restate the purpose of the study.
 B. Briefly describe how the results were obtained.
2. Summary of Results (heading, centered)
 A. Provide a brief summary of the results.
3. Conclusions and Recommendations (heading, centered).
 A. Move beyond the data. Tell what these results mean.
 B. Describe possible implications of the results.
 C. Describe how the results might be used.

A Recursive Process

Action research is a recursive, not a linear process. As data is collected, new questions are forming. Likewise, your analyze of the data may allow you to see categories and thus, enhance data collection. Thus, action research is not a linear but a recursive process. As stated above, these steps may merge, be repeated, may be done in different order, and some steps may be skipped altogether. The process is not meant to be a prescription; rather, a flexible description that you can use to see. The goal of your research is to be an unbiased observer of what is happening in your classroom, and to let the reader know how the data was collect, what you found, and what it means.

Presenting the Data

It is important to know the problem and purpose of the student early. Let the reader know relatively soon so that information following can be put in context. In your methods, let the reader know exactly how you collect data and what data was collected. The literature review may go before methods or after the findings. You can be creative in how your present the data as long as your remember three things: (a) you are to the greatest extent possible an impartial observer, (b) you take readers along with you so that they know what data you collected and why, and (c) your paper is organized and easy to read.

Appendix A

CHECKLIST FOR THE ALTERNATE PLAN PAPER

Criteria	yes	no
1. The student has talked with the advisor before starting.		
2. The topic is of sufficient educational merit.		
3. The topic has been put in the form of one or more questions.		
4. The question/s are included in the problem statement in Chapter I.		
5. A minimum of 20 sources (data) are used, the majority of which are from current academic journals.		
6. The student has gathered and organized notes from the data.		
7. Structure is used to carry the ideas.		
8. Chapter headings are all in caps and bold face.		
9. APA form is used for all headings (page 91-93 of APA Manual).		
10.There are no extra spaces between any headings and text.		
11.There is a logical structure which is easily perceived.		
12. Paragraphs are used to separate ideas.		
13. Paragraphs have a focus (not a jumble of loosely connect sentences).		
14. APA form is used for citations (page 168-174 of APA Manual).		
15. APA form is used for seriation (page 93-94 of APA Manual).		
16. APA form is used on the reference page (page 189-222 of APA Manual).		
17. Only information relevant to the question is included.		
18. Only information relevant to the section topic is included in each section.		
19. Only information relevant to the paragraph is included in each paragraph.		
20. The ideas have been paraphrased and restated.		
21. The sentences are understandable and coherent.		
22. The writer maintains an objective, academic stance.		
23. If empirical research is cited, the writer briefly describes the (a) question, (b) subjects, (c) treatment, and (d) results/conclusion.		
24. Chapter III describes how the ideas from Chapter II might be applied.		
25. The paper uses 12-point font.		
26. The margins are 1.5" on the left and 1"on the top, right, and bottom.		
27. The author has given each chapter to the advisor and allowed a minimum of 2 weeks for feedback.		
28. The writer has made the revisions requested by the advisor.		

APPENDIX B

APPLICATION
FOR THE WRITTEN COMPREHENSIVE EXAMINATION
FOR _____
(Please print name)

CHECK ONE:

_____ M.S.: C&I	_____ M.S.: C&I--Gifted//Tal.	_____ M.S.: Reading
_____ M.S.: El. Ed.	_____ M.S.: El. Ed.--Gifted/Tal.	_____ MAT
_____ M.S.: El. Ed.--ECE		_____ Specialist

The examination will be a three-hour essay examination to be written on _____
(date)
at Metcalf Junior High School **OR** Mankato State University (comps offered at Metcalf fall, winter, spring).
(PLEASE CIRCLE)

The candidate will write in three topical areas and include questions submitted by at least three different graduate faculty members **(adjunct faculty cannot be asked to write comp questions)**.

_____	_____
Course Number and Title	Professor
_____	_____
Course Number and Title	Professor
_____	_____
Course Number and Title	Professor

I understand that the above choices are subject to the approval of the chairperson of my Examining Committee.

_____
Street Address

_____
City Zip

_____
Signature of Candidate

_____
Signature of Advisor

_____
Telephone Number

_____ _____
Date Date of Graduation

_____
Social Security Number

_____
File Number

NOTE: This form should be filed with your advisor at least three weeks prior to the date of the examination in order that your examination can be prepared.

(Department of C&I, 12/98)